

ALCORN MIDDLE

5125 Fairfield Rd.
Columbia, SC 29203

GRADES 6-8 Middle School

ENROLLMENT 568 Students

PRINCIPAL Darius S. Adamson, Sr. 803-735-3439

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	24	15

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 6 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

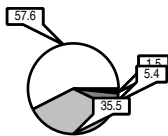
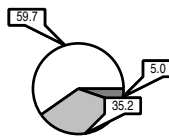
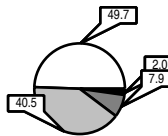
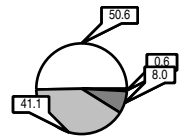
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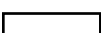
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Mathematics****English/Language Arts****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	52	179	56
Percent satisfied with learning environment	59.6%	60.8%	69.8%
Percent satisfied with social and physical environment	64.0%	67.7%	68.5%
Percent satisfied with home-school relations	22.4%	82.0%	67.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	576	95.8	59.7	35.2	5.0	N/A	5.0	17.6
Gender								
Male	297	95.6	63.5	31.1	5.4	N/A	5.4	17.6
Female	279	96.1	56.4	38.9	4.7	N/A	4.7	17.6
Racial/Ethnic Group								
White	4	50.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	570	96.1	60.0	34.9	5.1	N/A	5.1	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	463	97.0	58.9	35.0	6.1	N/A	6.1	17.6
Disabled	113	91.2	63.6	36.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	576	95.8	59.9	35.0	5.1	N/A	5.1	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	576	95.8	60.3	34.6	5.1	N/A	5.1	17.6
Socio-Economic Status								
Subsidized meals	493	95.9	64.8	31.4	3.8	N/A	3.8	17.6
Full-pay meals	80	96.3	29.0	58.1	12.9	N/A	12.9	17.6

Mathematics								
All students	576	98.3	57.6	35.5	5.4	1.5	6.9	15.5
Gender								
Male	297	98.7	58.6	34.8	4.0	2.6	6.6	15.5
Female	279	97.8	56.6	36.2	6.8	0.4	7.2	15.5
Racial/Ethnic Group								
White	4	75.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	570	98.4	58.0	35.3	5.2	1.5	6.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	463	99.6	54.2	37.5	6.4	1.8	8.2	15.5
Disabled	113	92.9	75.0	25.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	576	98.3	57.6	35.4	5.4	1.5	7.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	576	98.3	58.0	35.0	5.5	1.5	7.0	15.5
Socio-Economic Status								
Subsidized meals	493	98.6	60.7	34.1	4.0	1.3	5.3	15.5
Full-pay meals	80	96.3	37.7	44.3	14.8	3.3	18.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	158	N/A	49.3	39.3	11.3	N/A	11.3
	Grade 7	175	N/A	55.3	38.8	5.9	N/A	5.9
	Grade 8	181	N/A	56.5	36.5	7.1	N/A	7.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	206	96.6	61.7	33.3	4.9	N/A	4.9
	Grade 7	182	96.7	60.6	33.8	5.6	N/A	5.6
	Grade 8	188	94.1	56.9	38.6	4.6	N/A	4.6

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	158	N/A	53.1	38.1	8.2	0.7	8.8
	Grade 7	175	N/A	58.1	35.5	4.7	1.7	6.4
	Grade 8	181	N/A	62.7	32.5	3.6	1.2	4.7
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	206	98.5	56.1	34.1	7.3	2.4	9.8
	Grade 7	182	98.9	69.4	23.6	5.6	1.4	6.9
	Grade 8	188	97.3	48.4	47.8	3.2	0.6	3.8

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 568)				
Students enrolled in high school credit courses (grades 7 & 8)	22.7%	Up from 0.0%	7.2%	14.4%
Retention rate	5.1%	Up from 1.9%	3.7%	2.3%
Attendance rate	92.6%	Down from 94.0%	94.7%	95.2%
Eligible for gifted and talented	7.1%	Down from 9.4%	5.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.6%	Up from 14.5%	16.5%	14.1%
Older than usual for grade	6.2%	Up from 4.8%	9.8%	4.9%
Suspended or expelled	2.1%	Down from 29.4%	1.7%	1.3%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	50.0%	Up from 44.0%	44.4%	47.1%
Continuing contract teachers	59.6%	Up from 52.0%	73.2%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	74.7%	Down from 76.2%	77.3%	84.3%
Teacher attendance rate	94.6%	Up from 92.6%	94.6%	95.0%
Average teacher salary	\$37,395	Down 8.5%	\$38,478	\$39,924
Prof. development days/teacher	11.3 days	Up from 7.4 days	11.5 days	10.7 days

School				
Principal's years at school	1.0	Down from 5.0	2.0	3.0
Student-teacher ratio	16.5 to 1	Down from 18.0 to 1	18.5 to 1	21.0 to 1
Prime instructional time	86.3%	Up from 85.5%	86.5%	88.9%
Dollars spent per pupil*	\$8,465	Up 11.2%	\$6,638	\$5,854
Percent spent on teacher salaries*	56.7%	Down from 57.1%	58.9%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	30.6%	Down from 31.8%	84.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Alcorn Middle School continues to make progress towards becoming a model school of excellence. Our highlights include the following: Seventh-grade, 1st place/eighth-grade, 3rd place in the District's Math Meet; one Middle School Scholar and one SC Junior Scholar; Four Richland One Honors Orchestra and two Richland One Honors Band participants; service-learning projects (i.e. litter campaign in conjunction with the Northwood Hills Community Homeowners Association, Pennies for Patients, and other philanthropic endeavors); student facilitator training to initiate a youth court for school-wide implementation.

Two teachers were presenters at statewide conferences. A number of faculty members enrolled in the Divergent Learning master's program at Columbia College. The entire faculty received classroom management training using the Fred Jones Model, as well as intensive training in writing and mathematics instruction. A site-based teacher induction program was created to foster the growth and retention of quality teachers. Teachers participated in three retreats that focused on providing quality instruction and alignment with our school renewal plan. Community organizations/business partners offered additional support for staff development.

Test results indicated a continued need to focus on writing, math, and reading comprehension skills. Alcorn used the New Century Lab as a semester course to focus on math and reading comprehension. The Larson's Algebraic software was installed in the math lab as an upgrade to provide more academic rigor for students. A reading specialist was added to the faculty for additional support by working with 6th & 7th grade students who scored below basic on PACT. Two-person teacher teams were created for selected 6th grade classes. The after-school program and homework center continued to provide academic enrichment for students during after-school hours. Sixth-grade teachers, to aid in PACT preparation, created the 5-Points Program and volunteered their time/services during planning periods to identify and address academic deficiencies through remediation and computer lab use. All of these initiatives provided small-group remediation and support for students.

During the year, teachers received training in writing, inquiry, and collaboration to prepare for the implementation of the study skills program, AVID (Advancement Via Individual Determination). Progress continues to be hindered by transient/absentee students and marginal parental involvement in the PTSA/SIC. We will continue to focus on the recommendations outlined in our Title One and School Renewal Plans.

Alcorn Middle School, Darius S. Adamson, Sr., Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.